

Writing Rubric

STANDARD	BEGINNING	APPROACHING	MEETING	EXCEEDING
1. Writes Clearly and Effectively <ul style="list-style-type: none"> • Content 	Student identifies a central topic in the opening paragraph	Student identifies and elaborates on a central topic in the opening paragraph and uses some supportive detail in the body paragraphs that follow.	Student identifies and elaborates on a central topic in the opening paragraph and uses relevant and adequate supporting details in the body paragraph that follows and concludes with a clear closing paragraph that is reflective of the central topic.	Student identifies and elaborates on a sophisticated central topic using complex, unique, and relevant detail. Adequate supporting details follow in the body paragraphs and the concluding paragraph is evaluative rather than summative.
<ul style="list-style-type: none"> • Organization 	Student organizes information into paragraphs with some use of transitions.	Student organizes information into beginning, middle, and end structure; uses transitions to connect ideas.	Student organizes information into logical sequence of ideas connected by strong transitions.	Student organizes information into highly effective structure using creative transitions.
<ul style="list-style-type: none"> • Conventions 	Student demonstrates knowledge of simple sentence construction; uses end punctuation and capitalizes correctly.	Student demonstrates knowledge of compound sentence structures; uses correct internal and end punctuation and capitalizes correctly .	Student demonstrates correct use of compound-complex sentence structures; consistently demonstrates correct use of grammatical structures, punctuation, and capitalization.	Student demonstrates use of a variety of sentence structures appropriate to form and audience; always uses language conventions appropriately.
2. Addresses Audience, Purpose, and *Form <ul style="list-style-type: none"> • Style * Expository,	Student demonstrates awareness of audience and purpose in word choice and sentence structure. Writes in	Student uses deliberate word choice and some variety in sentence structure appropriate to form, audience, purpose,	Student uses specialized vocabulary relevant to the topic and considers possible connotations in word choice; uses a	Student presents argumentation logically, uses language and sentence structure to enhance style; critiques